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Part I: Reports current and proposed calendar changes [as of 1960] in the following schools: University of Wisconsin, University of Pittsburgh (trimester plan), Wayne State University, Rutgers University, University of Massachusetts, and the University of Wisconsin's history department.

Part II: Reports on the status of public higher education in Wisconsin. Reflects results of study in three areas—student (enrollment trends, student employment, scholarships and loans), faculties (appointments and salaries), and buildings (utilization and maintenance)—during regular academic years and summer terms. Because of the limited availability of more recent information, some of the data analyzed were drawn from 1958–59 records. Insofar as data were available, meaningful comparisons were drawn.

Part III: An appraisal of certain factors which should be considered in securing greater educational effectiveness than was being secured under prevailing two-semester and summer session calendar. Considers data presented in Parts I and II, and takes into account implications drawn from analyses conducted by other institutions as well as by the Joint Staff.

Part IV. Reports the Joint Staff's conclusions and recommendations to the Coordinating Committee for Higher Education. In summary, the recommendations propose that the Coordinating Committee request the two Boards of Regents to take such actions as deemed necessary to initiate or expand present programs of vigorous encouragement of students to take advantage of summer session offerings and that the Boards increase their efforts to make better use of present facilities during the academic year through improvements in the weekly schedule, eliminating any "fade-out" days and considering increased use of Saturday and evening classes as enrollments increase. It further recommended that the Coordinating Committee request the Boards of Regents and institutional administrators to maintain a close interest in the subject of an extended calendar, staying abreast of new proposals and considering prior proposals in the light of future developments.

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Part II

[See 7018]

A STUDY IN FOUR PARTS DEALING WITH THE FEASIBILITY OF A LONGER SCHOOL YEAR FOR WISCONSIN'S PUBLIC COLLEGES AND UNIVERSITIES

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Part II

Present Status of Public Higher Education in Wisconsin

ED0000022

Prepared by the Joint Staff
of The Coordinating Committee for Higher Education

[redacted]

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Part II

(Continuing page numbering from end of Part I)

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Foreword

Purpose: Continuing its analysis of the feasibility of a longer school year for Wisconsin's public colleges and universities, the Joint Staff has directed its attention in this portion of the over-all study to an examination of the present status of the calendar arrangements of public higher education in the State. Any sort of proposed calendar change obviously should be considered in light of performances and accomplishments under present calendar arrangements. This report reflects the results of study in three areas -- students, faculties, and buildings -- during regular academic years and during summer terms. Because of the limited availability of more recent information some of the data herein analyzed were drawn from 1958-59 records. Insofar as data were available, meaningful comparisons were drawn.

ACADEMIC YEAR ANALYSES

Students

Enrollment trends: Immediately after World War II, enrollments in the State's public institutions of higher learning grew rapidly. The University of Wisconsin (Madison) reached an enrollment peak of 18,693 students in 1947, while the nine state colleges achieved a high water mark of 8,276 students in 1949. Following these dates, a decline in college enrollments occurred. Enrollments at the University tapered off until the fall of 1954, those of the state colleges until the fall of 1953. There has been steady growth in the college and university populations from those dates to the present. TABLES 1 and 2 are provided to show the growth of the University since the fall of 1954 and of the state colleges since the fall of 1953.

TABLE 1*

Growth of the University
Since the Fall of 1954

Institution	1954 Enrol.	1960 Enrol.	Gain	% Gain
University (Madison)	13,761	18,811	5,050	36.7%
University (Milwaukee)	3,567**	6,470	2,903	81.4%

* Figures used in this table reflect the recent change in student accounting procedures effected by the University in which UW--M graduate students are credited to the UW--M instead of to the graduate school on the Madison campus as was previously the case.

** Milwaukee State College and Milwaukee Extension Center enrollments combined.

TABLE 2

Growth of the State Colleges
Since the Fall of 1953

Institution	1953 Enrol.	1960 Enrol.	Gain	% Gain
State Colleges	6,686	15,644	8,958	134.0%

Since accurate figures reflecting the division of graduate students between Madison and Milwaukee are not available for 1953, a comparison of University and state college growth trends is most readily accomplished by use of 1954 data. The state colleges enrolled 7,924 students in 1954.# The 1960 figure of 15,644 represents a gain of 7,720 students since 1954, an increase of 97.4 per cent. (See TABLE 1).

TABLE 3 indicates that the Madison campus undergraduate enrollment increased by 3,393 students between the fall of 1954 and the fall of 1960. Such a numerical increase represents a gain of 32.1 per cent, an average gain of 4.6 per cent per year.

TABLE 3

University (Madison) Undergraduate Enrollments
1954--1960

Year	Enrollment
1954-55	10,576
1955-56	11,649
1956-57	12,306
1957-58	12,154
1958-59	12,311
1959-60	12,932
1960-61	13,969

Including Stout Institute and Wisconsin Institute of Technology, but not Milwaukee State College.

TABLE 4 is provided to illustrate the growth of the Milwaukee campus undergraduate enrollments. The numerical increase of 2,417 students represented a percentage gain of 75.3 per cent, an average gain of 10.8 per cent per year. The years 1954-55 and 1955-56 reflect the combination of enrollments for Milwaukee State College and the University extension division at Milwaukee. Since the fall of 1956, when the UW--M became a distinct unit of the University, undergraduate enrollments have increased by 1,147, a gain of 25.6 per cent--an average annual increase of approximately five per cent.

TABLE 4

Milwaukee Undergraduate Enrollments
1954--1960

Year	Enrollment
1954-55	3,211
1955-56	3,905
1956-57	4,481
1957-58	4,735
1958-59	5,191
1959-60	5,369
1960-61	5,628

Graduate student enrollments, both at Madison and Milwaukee, have increased substantially since the fall of 1954-55. TABLE 5 reveals that the number of graduate students has increased by 1,656 at Madison and by 486 at Milwaukee, the gains representing increases of 69.3 per cent and 136.5 per cent, respectively.

TABLE 5

Graduate Students Enrolled
at the University of Wisconsin
1954-1960

Year	Madison	Milwaukee
1954-55	2,390	356
1955-56	2,489	325
1956-57	2,796	330
1957-58	2,990	548
1958-59	3,431	702
1959-60	3,701	848
1960-61	4,046	842

Enrollments at the University extension centers have shown a steady rise since 1954-55, when 1,240 students were registered. The 1960-61 total was 2,186, representing a gain of 76.3 per cent since 1954-55.

Consideration of the individual state colleges reveals a variable pattern of growth. By the fall of 1959-60, Oshkosh more than doubled its 1954-55 enrollment and was the first state college to enroll more than 2,000 students. Whitewater doubled its 1954 enrollment by the fall of 1960-61 and inched near the 2,000 mark. TABLE 6 indicates the growth trends at the several institutions. (Inasmuch as state college enrollments are overwhelmingly comprised of undergraduates, no breakdown by student classification has been attempted.)

TABLE 6

Growth of the State Colleges
1954-55--1960-61

Institution	1954 Enrol.	1960 Enrol.	Gain	% Gain
Eau Claire	1,028	1,818	790	76.8%
La Crosse	1,065	1,781	716	67.2
Oshkosh	840	2,251	1,411	168.0
Platteville	926	1,719	793	85.6
River Falls	767	1,445	678	88.4
Stevens Point	932	1,802	870	93.3
Stout	781	1,493	712	91.2
Superior	703	1,337	634	90.2
Whitewater	874	1,998	1,124	128.6

Projected enrollments: Enrollment projections furnished by the University of Wisconsin and by the state colleges, which take into account the fall, 1959, enrollment experience, indicate that student populations are expected to grow steadily for a number of years to come. The University projection, dated February 29, 1960, and covering 1960-61 through 1964-65, points to a possible expansion at Madison from the 17,433 students (undergraduate, graduate, and professional) of 1959-60 to 21,600 by 1964-65. Inasmuch as the University's estimate of 18,200 for the current semester was exceeded by 611 students, it is highly probable that the projections of February, 1960, are somewhat conservative.

As for the UW--M, undergraduate enrollment in 1964-65 is estimated at 6,995 and graduate students at 1,375. Enrollment reports for the fall, 1960, semester showed that registrations at the UW--M fell somewhat below the figure projected last February for the current semester. The 1964-65 projection, since it does not take into account 1960-61 actual enrollments, therefore may be somewhat optimistic. Subsequent projections, of course, will reflect any deceleration in enrollments.

Steady growth of the extension centers is anticipated for the future. The University projection indicates a prospective gain from 1,956 students in 1959-60 to 2,800 in 1963-64, followed by a rather substantial increase to 3,400 in 1964-65. Since current enrollments are somewhat ahead of projected enrollments for the first semester of 1960-61, it is possible that the February, 1960, projections for the centers may be slightly conservative.

The state college enrollment projection noted 1964-65 enrollments at 23,960. If this figure were to be realized, the gain over 1959-60 would be 9,622 students, representing an increase of 67.1 per cent. Inasmuch as 1960-61 registrations appeared to be somewhat below projected enrollments, it is probable that the

1964-65 estimate is slightly optimistic. Undoubtedly, subsequent projections for the state colleges and for the University will reflect the 1960-61 experience, and totals projected for the years ahead will be revised in line with the current experience. (A state college projection taking into account the 1960 enrollment experience was received by the Joint Staff while this report was being prepared for duplication. It sustains the judgment noted in the sentence preceding this parenthetical comment. For 1964-65 the recent projection estimates state college enrollments at 21,782 students.)

General outlook: While it is recognized that actual enrollments in 1960-61 at the several institutions may differ from projected enrollments by a few percentage points, it is generally felt that growth of the public institutions will be steady but unspectacular for at least the next three years (1961 through 1963). It is probable that rather large increases in the number of college-age youth (18-21 years) in the State during the 1964-67 period will work to enlarge collegiate enrollments at a more rapid pace during that four-year span than is anticipated over the next three years.

In considering the information in the paragraphs which discussed enrollment projections, one should be alert to the fact that projections are revised annually to take into account any fluctuations in current enrollments. For this reason, long-range projections should be considered as indications of probable enrollments if a given set of circumstances were to prevail over a period of years, rather than as a set of hard and fast expectations. Annual or biennial estimates of enrollment generally are more nearly accurate for individual institutions than are projections five to ten years hence.

Employment status: It is a well-known fact that a substantial number of young people work their way through college, either wholly or in part. This situation prevails in Wisconsin as in other states. Available information bearing on student employment probably underestimates the actual number of students gainfully employed, but it should be helpful in underscoring the importance of full or part-time jobs to numerous students seeking a college education.

Seven years ago the University issued a report# which emphasized the role of employment in the students' progress toward a college degree. This report, for example, noted that 54.7 per cent of the total financial resources of single undergraduate male students (residents of Wisconsin but living away from home) came from work experiences of the students. Of the total resources, 16.9 per cent was from part-time work during the school year, while 37.8 per cent came from summer, vacation and other previous work.

Women were found to depend upon their families for a greater percentage of their total resources, 71.0 per cent coming from family contributions and 22.7 per cent from their own work. Of the total resources, 7.6 per cent came from part-time work during the school year, while 15.1 per cent came from summer, vacation, and other previous work.

Resident students, both men and women, reported higher per cents (men approximately 55 per cent, women 23 per cent) of total resources from work than did non-resident students (men 32 per cent, women 15 per cent). The study concluded that non-resident students in greater proportion were backed by adequate family financing.

Scott Goodnight and Paul Trump, "Student Expenses and Financial Resources at the University of Wisconsin" (mimeo), Division of Student Affairs, 1953.

It is apparent from this study that summer employment has been a major factor in the successful financing of their education for many University students.

The 1959-60 report of the University's Student Employment Bureau indicates further the significance of employment to the students. Between September 1, 1959, and June 1, 1960, the Bureau reported that it had placed a total of 4,728 students in part or full-time jobs. Of this total, 3,168 were men, 1,560 were women. Figures for August, 1959, and June and July of 1960 were combined to determine a summer placement pattern. The Bureau reported 1,414 placements during the months noted, 1,031 being placements of men, 383 of women. Thus, for the 12-month period covered in the report, the Bureau placed 6,142 students in full or part-time positions.

Of 2,625 men registered at the Bureau between September 1, 1959, and July 31, 1960, 1,937 indicated that they were dependent upon employment for not less than half of their support (1,092 indicated full reliance upon employment). Of 1,787 women, 720 depended upon employment for half or more of their support (349 indicated full reliance).

In view of the fact that the Bureau's figures reflect employment only of those students registered, it is certain that the totals are a gross underestimate of the actual number of students employed in the Madison area.

As for the state colleges, staff members of the Board of Regents Office--in the absence of a formal study--estimated that between 5,000 and 6,000 of the 14,338 students enrolled in 1959-60 were gainfully employed in full or part-time positions during the academic year and/or the summer months, the latter period claiming the most student-employees.

Scholarships and Loans: Another aspect of the student financial assistance picture is the use of scholarship and loan funds. The University of Wisconsin committee on loans and undergraduate scholarships recently reported that 1959 scholarship awards were up approximately 100 over awards made in 1958, a total of 1,715 undergraduates receiving awards as opposed to 1,617 in 1958. Grants-in-aid also increased from 133 to 162. The report indicated that almost 11 per cent of the undergraduates at Madison received some kind of award in 1959-60 (10 per cent in 1958-59).

Student loan activity during the 1959 calendar year also was well ahead of activity in 1958, a total of 2,954 loans being authorized last year as opposed to 2,515 in 1958. Greater use also was made of funds provided as a result of Title II of the National Defense Education Act of 1958. The Department of Veterans Affairs granted about the same number of loans as in 1958, while the Department of Public Welfare loans were up by some 300 per cent.

The conclusion which results from a consideration of information such as that above is that a substantial portion of the students in the State's public colleges and universities are dependent upon work, scholarships, and loans to provide necessary funds to finance their education.

Faculties

Appointments: Faculty appointments at the University are made on full- or part-time bases, either for the academic year or for 12 months. Most of the appointments are made on a full-time basis for the academic year. During the 1959-60 period 1,233 full-time appointments for the academic year were made by the University Board of Regents. A total of 211 part-time faculty personnel also were employed for the academic year. Salaries for these faculty personnel accounted for approximately $10 million of the University's 1959-60 budget. Full-time and part-time faculty employed on an annual basis numbered 881 and 498, respectively. Approximately $10 million also was expended for salaries for these members of the staff.

As expected, most of the University's full-time faculty personnel (no breakdown was available for part-time faculty) during the academic year were employed in instructional capacities. Of the 1,233 full-time personnel, a total of 1,126 --91.3 per cent--appeared under "instruction" in the University's budget salary analysis for 1959-60. Sixty faculty members on academic appointments and 212 on annual appointments were budgeted under "organized research". Extension and public service activities were budgeted the services of 13 full-time staff on academic appointments and 239 full-time staff on annual appointments.

Information furnished by the state colleges indicated that a total of 909 faculty personnel, exclusive of annual appointees and faculty assistants, were employed for the academic year. These persons accounted for approximately $6 million of the state colleges' total budget. The overwhelming majority of state college personnel are charged in the budget to "instruction".

Salaries: Part I of this study clearly established the importance of faculty remuneration in any plan to lengthen the traditional academic calendar. The provision of adequate faculty salaries, an item of major import at all times, becomes of critical significance in any contemplation of an extended year. While faculty salaries in Wisconsin have been discussed at considerable length in another publication of the Coordinating Committee#, a general review is in order at this time.

In regard to average salaries paid faculty members, the University and state colleges generally do not compare favorably with comparable institutions in surrounding states. In almost every professorial rank the University and state colleges have lost ground in competition with institutions in neighboring states. TABLES 7 and 8 are provided to illustrate the general loss of position from 1957-58 to 1959-60.

TABLE 7

Mean Salaries for Big Ten Institutions Academic Year 1959-60
(Rankings for 1957-58 and 1959-60 Included)

University	Prof.	Rank '57	Rank '59	Assoc. Prof.	Rank '57	Rank '59	Asst. Prof.	Rank '57	Rank '59	Inst.	Rank '57	Rank '59
A	$10,363	10	10	$8,019	10	8	$6,570	10	9	$4,929	10	10
B	11,574	5	5	8,487	6	4	6,826	7	5	5,437	9	7
C	10,520	8	7	8,001	9	9	6,496	9	10	5,206	8	9
D	11,721	3	3	8,531	4	2	6,864	5	4	5,462	7	6
E	11,593	2	4	8,503	3	3	6,792	4	6	5,549	6	4
F	10,392	9	9	7,805	7	10	6,697	8	7	5,341	5	8
G*	12,406	1	1	8,867	1	1	7,151	1	1	5,725	3	2
H	11,758	4	2	8,456	5	5	6,985	3	2	5,720	2	3
I	10,446	7	8	8,312	2	6	6,975	2	3	5,800	1	1
Wisconsin	10,740	6	6	8,089	8	7	6,661	6	8	5,509	4	5

* Tentative figures.

"Financing Public Higher Education in Wisconsin", The Coordinating Committee for Higher Education, semi-annual report, June, 1960.

TABLE 8

Mean Salaries for State Colleges in Six Midwestern States
Academic Year 1959-60
(Rankings for 1957-58 and 1959-60 Included)

State	Prof.	Rank '57	Rank '59	Assoc. Prof.	Rank '57	Rank '59	Asst. Prof.	Rank '57	Rank '59	Inst.	Rank '57	Rank '59
V	$9,218	1	1	$7,790	1	2	$6,664	1	4	$5,511	3	6
W	9,051	3	2	7,814	6	1	7,125	5	1	6,118	4	2
X	8,883	2	3	7,495	2	5	6,553	4	6	5,571	5	5
Y	8,698	4	4	7,719	4	3	6,749	6	3	5,713	6	4
Wisconsin	8,392	5	5	7,451	3	6	6,646	3	5	5,953	2	3
Z	8,323	6	6	7,584	5	4	6,820	2	2	6,126	1	1

The Coordinating Committee already has made its position clear regarding the necessity for a substantial upgrading of faculty salaries.# The staffing needs and the demands of an accelerated calendar noted in the Pittsburgh, Wayne, and Rutgers reports (see Part I, this study) tend to magnify the inadequacy of present University and state college faculty salaries.

"Financing Public Higher Education in Wisconsin", The Coordinating Committee for Higher Education, semi-annual report, June, 1960.

Building Utilization and Maintenance

The Coordinating Committee recently received from the Joint Staff a study dealing with the utilization of buildings on the campuses of the University and of the nine state colleges.[1] This study of utilization, accomplished in the fall of 1958, is the most recent and most exhaustive study available. It is not the purpose of this section to repeat all that has been reported by the analysis of the 1958 data. The recent study should be consulted for specific utilization data.

One generalization from the physical facilities study is in order: the University of Wisconsin and the nine state colleges in the over-all view are doing a creditable job of utilizing their available physical facilities. This is borne out by evidence showing that the utilization of classroom and laboratory space by the University and state colleges has closely approached utilization standards established by the Coordinating Committee in 1956 (and re-affirmed by the Coordinating Committee in 1960).[2] Furthermore, evidence available from comparisons with data provided by studies in other states indicates that Wisconsin's public colleges and universities occupy a relatively high position in any rankings of utilization data.[3]

It is probable that some improvement in utilization of all facilities has been accomplished by the public institutions since 1958, as enrollments have tended to increase at a more rapid pace than new space has been added. (The square feet of classroom and laboratory space per student enrolled in 1958 was less than in 1956.[4])

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1 A Survey of Physical Facilities at Wisconsin State Colleges and University of Wisconsin, Fall, 1958. Joint Staff Study XXXIII, Parts I, II, and III, 1960.
2 Ibid., Part I, p. 9.
3 Ibid., Part III, pp. 15-38.
4 Ibid., Part I, p. 113.

A major item in considering space use at the University is the finding that approximately 20 per cent of the total assignable area (active instructional plus non-instructional) at Madison was dedicated to research activities in the fall of 1958. While no utilization figures are available in a percentage form, the fact that 2,884 full-time equivalent personnel (faculty, civil service, research assistants and other graduate assistants) made use of the available research space underscores the importance of the research function at the University. In contrast, the state colleges and Milwaukee devoted only .2 per cent and .4 per cent, respectively, of their total assignable area to research activities.

As for classrooms and teaching laboratories, 47.9 per cent of the total active instructional area in the state colleges is devoted to such facilities. When the total assignable area is considered, classrooms and teaching laboratories account for only 26.9 per cent of the assignable figure.

Classrooms and teaching laboratories account for 37.4 per cent of the University's active instructional area at Madison and 19.1 per cent of the total assignable area on campus. These percentages, differing from the state college percentages as they do, reflect the breadth of function of the total University plant. At Milwaukee the percentages closely resemble those of the state colleges --47.8 per cent of the instructional area and 29.1 per cent of the total assignable area being dedicated to classroom and teaching laboratory use.

At the state colleges space for activities of physical plant personnel accounted for 6.2 per cent of the total assignable area. The percentage at Madison was 4.3, and at Milwaukee it was 2.6. The nature of areas dedicated to physical plant purposes, i.e., for carpenter shops, electrical shops, boiler rooms, maintenance storerooms, etc., suggests a high use factor. Auxiliary enterprises, which necessarily depend upon students for patronage, accounted for 14.8

per cent of the assignable area at Madison, 13.4 per cent at Milwaukee, and 9.3 per cent at the state colleges in 1958, and a high degree of use may be assumed during the academic year--a period of peak enrollments.

About 98 per cent of the area dedicated to extension and public service activities by all the public institutions is located on the Madison campus of the University. Four state colleges and the UW--M indicated in the 1958 study the presence of extension and public service areas at their institutions. Approximately five per cent of the University's total assignable area was set aside for extension and public service activities, the space including that of the Wisconsin Center. The University's record in these areas is impressive. During the 1958-59 academic year at the Wisconsin Center alone approximately 600 meetings were scheduled and 65,000 man-days of instruction were expended. This record was bested in 1959-60, when approximately 800 meetings were held in the Center at an expenditure of 82,000 man-days of instruction. Extension and public service activities have expanded appreciably in spite of the fact that there has been very little increase in square footage allotted for such purposes.

As a general statement, it would appear that the public colleges have made advances in utilization in all areas since 1956, the date of the initial physical facilities study issued by the Joint Staff, but in some areas at specific institutions improvement can be expected. (It is prudent to consider that <u>average</u> utilization figures reflect hills and valleys in utilization in the various areas of instruction, and internal adjustments at the several campuses may enable institutions to accommodate more students without greatly exceeding utilization standards recommended by the Coordinating Committee and, therefore, without jeopardizing the quality of instruction. The recent Joint Staff physical facilities study emphasized that campus planning should be based upon a determination

of space needs in the various areas of instruction. When these needs can be met only at the risk of jeopardizing the quality of instruction, expansion of the physical plant is necessary.[5]) Although there are few solid statistics available to support the following contention, it is apparent that heavy use is being made of areas devoted to such activities as research, extension and public service, and physical plant operations during the academic year.

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[5] Ibid., pp. 114-115. (also, Part III, p. 44)

SUMMER SESSION ANALYSES

Students

Enrollments: Reports from the University and the state colleges indicate the growing popularity of summer session attendance. Between the summer sessions of 1957 and 1960 the University (Madison) experienced a growth of 21.2 per cent, enrollments rising from 6,649 to 8,059. During the same period the state colleges experienced a growth of 18.6 per cent, as enrollments climbed from 6,357 to 7,539. Enrollments at the UW--M increased from 2,095 to 2,611, representing a gain of 24.6 per cent. TABLE 9 indicates the patterns of growth at the University, Madison and Milwaukee, and the state colleges.

TABLE 9*

Summer Session Attendance
University and State Colleges
1957-1960

Summer	University (Madison)	UW--M	State Colleges
1957	6,649	2,095	6,357
1958	7,508	2,565	7,318
1959	7,888	2,533	7,802
1960	8,059	2,611	7,539

*Enrollment data for the University and the UW--M reflect the current practice of counting Milwaukee graduate students in Milwaukee totals rather than in Madison Graduate School totals.

The major factor cited by state college officials in explaining the smaller enrollment in 1960 than in 1959 was the recent lengthening of the summer session from six to eight weeks. Despite the current decline at the state colleges, the trend appears to be established that summer study will increase in popularity. (Statistics indicate that summer work is attracting a significant number of students who also take work during the regular year. Slightly more than one-half

of the student population enrolled at the University and slightly less than one-third of the student body enrolled at the state colleges in the 1960 summer session also took classes on campus during the 1959-60 academic year.)

Graduate students always have constituted a large percentage of the University summer session student body. Since 1957, graduate students at Madison have comprised between 43.6 per cent (1957) and 47.8 per cent (1960) of the total summer enrollment. Between 1957 and 1958 enrollment of graduate students at Milwaukee rose from 272 to 379, but registrations leveled off in 1959 and 1960. TABLE 10 indicates graduate enrollments at Madison and Milwaukee for the period 1957-1960.

TABLE 10

Graduate Enrollments
University of Wisconsin
1957-1960

Year	Madison	Milwaukee
1957	2,897	272
1958	3,253	379
1959	3,616	406
1960	3,855	389

Graduate enrollments at the state colleges, while a minute portion of total registrations during the academic year, grow considerably in the summer session. The latest data available bear out this finding, as in 1960 the colleges offering their own graduate programs, i.e., Stout, Superior, and La Crosse, enrolled 489 students. A total of 188 more graduate students were enrolled at the six colleges participating with the University in the newly-instituted cooperative graduate program for the classroom teacher. Thus, 677 of the 7,539 students enrolled at the colleges in the summer of 1960 were engaged in graduate study. It is anticipated that the cooperative program will expand in the years ahead and that graduate enrollments throughout the system will increase.

Since 1957 undergraduate enrollments at Madison have tapered off somewhat, accounting for only 25.7 per cent of the total enrollment in 1960 as opposed to 30.0 per cent in 1957. Enrollments of summer session special students, i.e., those not working toward a degree from the University, have shown little fluctuation, percentagewise, since 1957, when 22.9 per cent of the total enrollment was accounted for specials. In 1960 the percentage stood at 22.8. (See TABLE 11)

TABLE 11

Undergraduate and Special Students
University of Wisconsin (Madison)
Summers, 1957-1960

Year	Undergraduates	Specials
1957	1,997	1,520
1958	2,251	1,758
1959	2,159	1,931
1960	2,071	1,840

Teacher education: School teachers constitute a sizeable portion of state college and University enrollments in the summer session. Analysis of figures compiled for the 1960 summer session indicates that 3,386 teachers were enrolled by the state colleges -- approximately 45 per cent of the total summer session enrollment. The University (Madison) counted 2,906 teachers among its summer registrants, the figure representing 36.1 per cent of the total enrollment. At Milwaukee 967 teachers -- 37 per cent of the total summer enrollment -- were signed up for classes.

The percentages of teachers served undoubtedly will remain high in the years ahead, as pressures for strengthening certification requirements continue to be applied. For example, it is to be expected that local communities will continue to expect of their teachers periodic attendance at colleges for purposes of improving skills and increasing funds of knowledge.

Faculties

Appointments and salaries: The University of Wisconsin employed 424 full-time and 272 part-time faculty members in the 1960 summer session. The budgeted salary allocation for these personnel, including Milwaukee staff, amounted to approximately $921,000. The 696 summer session faculty members (excluding annual appointees) represent 48 per cent of the total number of full- and part-time faculty personnel employed during the academic year--once again excluding annual appointments. (The 8,059 summer session students represent about 48 per cent of the average number of students in attendance during the academic year--assuming a seven per cent decline in second semester enrollment.)

The state colleges employed 514 faculty members (full-time equivalents) in their summer sessions--approximately 57 per cent of the number of staff employed during the academic year. The state colleges expended $704,000 for salaries for these personnel. (The 7,539 students in attendance during the summer session represent about 55 per cent of the average number of students attending during the academic year, once again assuming a seven per cent decline in second semester enrollment.)

The present rate of payment to faculty on staff during the academic year who also teach during the summer session is based on two-tenths of the academic year salary.

Building Utilization and Maintenance

Unfortunately, no physical facilities study of the scope and magnitude of the recent Joint Staff study is available for summer sessions at either the University or state colleges. It is possible, however, to render some qualified judgments about the general utilization picture.

At the outset it should be recognized that a comparison of summer session and academic year utilization and maintenance information is extremely difficult, largely because of the varied patterns of instruction provided during the summer session. Programs of three, four, five, six, eight, and even ten weeks in length are offered at the University. The state colleges also offer workshops and institutes in the summer months.

While these variable programs complicate a statistical study of utilization in the summer months, they also serve to shed some light, inferentially, on the use of buildings. For example, the University's broad program of extension and public service during the summer months actually enhances building use and personnel activity. During the 1960 summer session almost 10,000 persons--in addition to the regular enrollment of 8,059--attended conferences, clinics, and institutes on campus. While the Wisconsin Center was the scene of a large portion of the meetings held, other classrooms were occupied, and residence halls were in constant operation (four dormitories operated for students attending the eight-week session; two others--for special groups attending at varied times--were in operation for as many as 12 weeks. Three dormitories were not occupied because of scheduled remodeling, but officials estimated that the heavy load of special seminar groups, etc., would have spilled over into these units if they had been available.)

The state colleges also scheduled a variety of institutes, workshops, and special programs, some of which were convened after the regular session had terminated, e. g., an institute regarding brain-injured children at Stevens Point in August. In addition, the state colleges and the UW--M moved from a six-week to an eight-week period of formal instruction in the summer of 1960. (Dormitories at the state colleges, however, did not enjoy the use experienced by University dormitories.)

The University's organized research program is another example of year-round activity. In the section dealing with academic year analyses, it was noted that approximately 60 faculty personnel held academic appointments in the organized research program. This figure is supplemented by 212 professors whose time is occupied on an annual basis in organized research functions, not to mention a significant number of civil service personnel who are assigned to organized research activities. In addition, the summer months are used by substantial numbers of graduate assistants, many who held teaching assistantships during the regular year, and other graduate students as a time to accelerate progress on research projects. It seems reasonable to assume that utilization of research space remains high during the summer period.

In terms of maintenance, space allocated to maintenance crews is operated the year-round with some "beefing up" in the summer months in order to care for remodeling, repairs, and general maintenance service prior to the opening of another semester of peak campus enrollments. It is reasonable to conclude that the lower enrollments in the summer session (plus the shorter period of occupancy of the physical plant) provides sufficient flexibility of class scheduling, for example, to allow maintenance crews to perform some of their operations even when classes are in session. Projects of major proportion quite often are "sandwiched in" between the end of summer sessions and the beginning of the fall semester.

It is generally recognized that the utilization of classrooms and laboratories is not at the rate enjoyed during the academic year. A cursory examination of some raw data regarding the utilization of classrooms at the University during the summer of 1959 indicated that the range of utilization was from two periods per week to 30 periods per week for 173 classrooms actually occupied for instructional purposes. (This does not include some classrooms which were occupied by persons attending institutes for four to eight hours per day for a period of several weeks.)

Utilization is affected further by the clientele the public colleges serve in the summer sessions. At the University, for example, approximately 15 per cent of the total enrollment in the fall semester of 1959-60 was registered in curricula in the College of Engineering. Summer enrollments in the College of Engineering amounted to approximately three per cent of the total summer session student population. This necessarily means that many classrooms and special purpose laboratories in the College of Engineering will not be utilized as fully as in a regular semester.

In summary, while utilization rates may be lower in the summer session than in the academic year, it is apparent that the programs of (1) service to the public in the form of institutes, workshops, seminars, etc., (2) organized research, and (3) campus maintenance--all operating the year-round--do much to dispel the casual notion that college and university campuses are largely inactive during summer "vacation" months.

Synopsis

This portion (Part II) of the over-all Joint Staff study dealing with the feasibility of a longer school year has presented the results of an examination of Wisconsin's public institutions of higher learning as they operate under present calendar arrangements. Major points noted by this analysis were:

1. Steady growth of enrollments has been recorded by all institutions under the jurisdiction of the Coordinating Committee, the largest growth being recorded by the nine State Colleges;

2. Enrollments of graduate students at the University of Wisconsin (both campuses) have taken an upward turn, increasing at a faster rate percentagewise than undergraduate enrollments;

3. Five-year enrollment projections, when considered in the light of enrollments in the fall of 1960, probably are slightly optimistic for Milwaukee and the State Colleges, while being somewhat conservative for the University, Madison campus;

4. Growth of student populations should be steady but unspectacular at all the public institutions for the next three years, but sizeable increases in the college-age population in 1964-67 foretell substantial enlargements of student bodies during the '64-'67 period;

5. A substantial number of college and university students depend upon scholarships, loans, and employment -- particularly during the summer months -- for funds to finance their college education during the regular year;

6. The majority of faculty personnel employed during the academic year at the University and State Colleges are engaged in instructional activities, and $10 million of the University budget and $6 million of the State Colleges' over-all budget were expended for instructional salaries during the academic year;

7. Staffing needs and the demands of any accelerated calendar serve to underscore the inadequacy of present University and State College faculty salaries;

8. The public institutions are doing a creditable job of utilizing their available physical facilities during the academic year closely approaching -- sometime exceeding slightly -- utilization standards established by the Coordinating Committee;

9. Research, public service, and maintenacne activities make heavy use of space dedicated to these functions both in the academic year and in the summer session;

10. Summer session attendance appears to be increasing in popularity; graduate enrollments at the University (Madison) in particular have been substantial in the summer months;

11. A sizeable portion of summer session enrollments is composed of students who attended during the regular year;

12. Summer classes claim regular year teachers as a large part of total enrollments at both the University and State Colleges;

13. Salary costs for faculty in the summer sessions at the University and State Colleges totaled about $1,625,000; an additional $10 million was experded by the University for faculty on annual appointments;

14. Utilization of classrooms and laboratories during the summer sessions probably is lower than utilization during the academic year, but a broad public service program at the University in particular does much to improve plant utilization;

15. Maintenance and research activities appear to be year-round operations some "beefing up" in the former activity being apparent in the summer months to take advantage of flexible classroom scheduling.

* * * * *

(To follow -- Part III, Factors to be Considered in Securing Greater Utilization; Part IV, Conclusions and Recommendations.

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(Pt. III)
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Part III

Joint Staff Study XXXI
October 1960

HE7360

A STUDY IN FOUR PARTS DEALING WITH THE FEASIBILITY OF A LONGER SCHOOL YEAR FOR WISCONSIN'S PUBLIC COLLEGES AND UNIVERSITIES

Part III

Factors to be Considered in Securing Greater Utilization Than at Present

ED000022

Prepared by the Joint Staff
of The Coordinating Committee for Higher Education

[redacted]

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D. Policy Questions Relating to Year-Round School Proposals

E. State College Board of Regents' statement of practice concerning various aspects of the longer school year question

Foreword

Part III of the over-all report dealing with the feasibility of a longer school year for Wisconsin's public colleges and universities is provided as an appraisal of certain factors which should be considered in securing greater utilization than is secured at present under a two-semester and summer session calendar. This report considers data presented in Parts I and II and takes into account implications drawn from analyses conducted by other institutions as well as by the Joint Staff.

Students

Estimated enrollments: It should be recognized that there is no adequate method of predicting enrollments in a longer school year. Many variables, including student interest, availability and continuity of course offerings, amount of credit which can be earned, etc., must be considered as factors affecting probable enrollments under any extension of the present calendar. A consideration of some evidence which has been gathered by the Joint Staff, however, may shed some light on probable enrollments in a longer year characterized by three semesters, for example.

In Part I of this study the experience of the University of Wisconsin with a summer semester during and immediately following World War II was outlined.[1] Enrollments in the 1947 summer semester reached 5,881, but a large body of students -- 4,506 -- enrolled in the six- or eight-week summer sessions which operated apart from the summer semester. It is not possible to objectively assess the drawing power of a third semester today in light of the 1947 experience, because 90.4 per cent of the students enrolled in the 1947 summer semester were World War II veterans who obviously were desirous of accelerating their academic progress. Yet in spite of heavy veteran registrations, the summer semester was not overwhelmingly popular with the majority of the student body, as summer semester enrollment in 1947 was less than one-third the size of the enrollment in either the first semester of 1946 or of 1947.[2]

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[1] Joint Staff Study XXXI, Part I, pp. 2-12.

[2] Ibid., p. 8, p. 11.

The University of Pittsburgh published recently a document which notes at one point the success of its newly-instituted third "trimester" in attracting students.[3] First and second trimester enrollments were 13,802 and 12,643, respectively, for an average attendance of 13,222 students. The third trimester attracted 5,026 students -- 38 per cent of the average attendance during the first two trimesters. A summer session operating within the third trimester attracted approximately 2,000 students, thus, some 7,000 students -- 53 per cent of the average attendance during the first two trimesters -- were served by the University of Pittsburgh in the latter portion of its year-round program. (Part II--page 60--of the present Joint Staff study indicated that summer programs at the University and state colleges served students amounting to 48 per cent and 55 per cent, respectively, of the average number of students attending during the academic year.)

Inasmuch as all proposals for lengthening the calendar which have been reviewed by the Joint Staff have indicated that attendance in an extended term would be voluntary on the part of students, it is evident that a major variable in considering a lengthened year (as in present summer sessions) is student interest in attending.

In an attempt to discover the interest of current University of Wisconsin students in attending a summer semester a questionnaire was designed and sent by the Office of Institutional Studies to a random sample of students enrolled in

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[3] Conference on the Trimester Calendar, University of Pittsburgh, June 15, 1960.

the 1959 summer session. The sample was a one-fifteenth sample stratified according to graduate, undergraduate and special, and non-degree candidate students. Analysis of the responses indicated that 1,250 to 1,500 students attending the eight-week session would be willing to attend a summer semester. These numbers approximate the number of non-veteran students who attended the summer semesters during the 1943-47 period (1,125 to 1,990). It would thus appear that student interest in attending a summer semester is not significantly high, though students apparently do desire to accelerate their academic progress by attendance in the summer sessions as evidenced by the fact that about 50 per cent of University and 33 per cent of state college students attending summer sessions also attended during the regular year (see pages 57-58, this report).

If an administrative position should be taken that students must attend a third semester, fourth quarter, etc., and coercion is applied--either by scheduling a proportion of the total enrollment for entrance during each of the terms or by scheduling classes so that important courses required of great numbers of students are offered only in the summer--attendance during any additional term probably would increase significantly. In a communication to the Coordinating Committee, however, the University already has emphasized its reluctance to employ coercion.[4]

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[4] Policy Questions Relating to Year-Round School Proposals, University of Wisconsin, March 11, 1960.

> To increase the use of University facilities under a three-semester or four-quarter system, it would be necessary for the University to require students to attend in the summer term (e.g., to require each student to include a summer term in his or her undergraduate career). To date, the faculty and Regents have been unwilling to establish such requirements. It would certainly seem undesirable to do so unless there is no other alternative. . .

While it recognized the inadvisability of requiring students in general to attend summer programs the University indicated that requiring students with "indifferent high school records" to enter in the summer as opposed to the fall might be considered as one method of enlarging summer enrollments. "This might be particularly useful in Milwaukee, which has a higher percentage than does Madison of students entering on probation."[5]

Methods other than coercion might be applied to enhance enrollments in a longer year (or present summer programs, for that matter). A broad program of scholarships to be administered during the summer period may serve to attract additional students. A reduction of fees for summer study may be an effective inducement, particularly in view of the fact that a student attending during all three semesters would face the prospect of paying fees 50 per cent more each year than if he were to restrict his attendance to two semesters under present programming. The prospect of having to pay fees earlier undoubtedly would deter some students who now find it necessary to work in the summer months in order to obtain funds to pay present academic year fees. Part II of this study indicated in a section devoted to "student employment" that

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[5] Ibid.

a significant percentage of all the funds available to large numbers of students during the academic year is accrued by summer work experience. See Part II for a more thorough presentation of data regarding this salient point.

Faculties

It is to be expected that any change in present practices of recruiting, paying, retaining, and scheduling classes for faculty personnel will result in some difficulties. The magnitude of these difficulties cannot be predetermined, though previous studies reviewed by the Joint Staff, plus the recent Pittsburgh evaluation, provide some basis for contemplation.

A major item, of course, is faculty remuneration. Several of the studies previously reviewed recommended an increase of one-third for teaching in the third semester, while another study indicated that faculty members felt that a 50 per cent raise in pay would be justified. The importance of equitable and competitive faculty salaries cannot be underestimated if the recruitment of competant faculty is to be successful. Faculty remuneration is a matter of import to the State, to the institutions of higher learning, and to the faculty, as is borne out in the remarks which follow.

The recent evaluative document from the University of Pittsburgh indicates that:

> . . . faculty who elected to teach the third term have augmented their yearly income by one-third. Those who did not elect to teach have been paid for teaching seven and a half months at the same salary as they would have received for nine months and now have four and a half months of free time to further their professional objectives.[6]

Another significant issue is raised by the Rutgers report, which stated that "to realize maximum benefit in cost reduction, faculty members would have to serve for 48 weeks per year"[7] (emphasis added) under a three-semester arrangement. Such a continuous drain upon faculty service undoubtedly would be detrimental to faculty morale and successful recruitment and retention.

The Pittsburgh evaluation reports that

> . . . while the trimester calendar has the potential of educating fifty per cent more students in an eleven-months period, this cannot be accomplished without increasing staff. In some departments this may mean a possible increase of thirty-five to forty per cent.[8]

This factor must be given proper weight in any consideration of calendar change.

Under the three semester plan faculty were allowed at Pittsburgh to choose the terms in which they would teach. This flexibility of scheduling in all likelihood would be looked upon with favor by faculty personnel. The administration at Pittsburgh recognized that this free choice would create a number of problems related to course offerings, however.

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[6] Conference on the Trimester Calendar, p. 6.

[7] E. C. Easton, Year-Round Operation of Colleges, Rutgers: The State University, Engineering Research Bulletin No. 41, 1958, p. 33.

[8] Conference on the Trimester Calendar, p. 8.

In summary, faculty salaries received significant attention in all of the calendar plans reviewed by the Joint Staff. One point noted in Part II of this report bears restating at this time -- the demands of a longer school year tend to underscore the inadequacy of present faculty salaries, which, at both the University and state colleges, have lagged behind salaries at comparable institutions in neighboring states. Any plan calling for a change in the present calendar would have to take into account the loss of ground already suffered, then provide additional compensation commensurate with additional service required of faculty personnel.

Calendar Problems

Changes in traditional calendars bespeak numerous difficulties in several areas, e.g., articulation with other institutions of learning, scheduling of student teaching assignments, revision of courses, and accreditation of professional schools. In Part I of this study a review of reports from other institutions changing, or contemplating a change in, their calendars emphasized the difficulties encountered. It does not appear to be necessary to repeat what was earlier reported.

It is prudent, however, to consider that most of the colleges and universities in the Midwest operate on a two-semester and summer session system and that a change to a trimester or quarter system would make student transfers from one institution to another in the region somewhat difficult. The report prepared by Professor Reynolds for the History Department (the system characterized by

six terms, each eight weeks in length) is the only proposed calendar change reviewed by the Joint Staff which purports to minimize articulation problems.

Pittsburgh has reported as a working assumption that "when educationally sound, one-term courses become the basic curriculum unit". In addition a certain amount of course consolidation becomes necessary if the calendar is changed. There is, of course, no difference in the unit of credit earned under the semester, trimester, or six-term calendars. In the preceding section regarding faculties it was recognized that the selection by professors of terms in which to teach would create a number of problems related to course offerings (e.g., availability and continuity of courses taught by specific personnel).

The University of Pittsburgh reported in its evaluative document that it has experienced some problems of licensure and professional accreditation. It should be expected that professional requirements established by national agencies will be equally as binding in Wisconsin as in Pennsylvania and that difficulties would be encountered in this regard.

A number of the calendar proposals considered in Part I of this study require shortening of examination periods, cutting the number of classroom periods per course, etc., in short, reducing present academic requirements. The desirability of such changes should be weighed carefully against purported advantages of proposed calendars.

Physical Plant

It is not possible to predict with any certainty the degree of improvement in utilization of the physical plant under a new type of calendar. The Rutgers report, however, does provide in its statistical analyses certain insights which may be of value in considering a calendar change.

In comparing a three-semester system and a two-semester system (with no summer term for students) the Rutgers personnel concluded that the three-semester program would result in a 30 per cent improvement in the use of instructional facilities and an 11 per cent improvement in the use of research facilities. (Use of the teaching staff would increase by 39 per cent also.) In order to realize these gains, however, the minimum enrollment would have to be 90 per cent higher under the three-semester program than under the two-semester program. Furthermore, if entering classes were not the same size the advantages gained under the three-semester plan are reduced.

In comparing a three-semester system and a quarter system, characterized by admission of equal size classes four times per year, the Rutgers research personnel reported that the over-all efficiency of the quarter system approaches that of the three-semester system.

A longer school year probably would result in an increased utilization of classrooms and teaching laboratories--the two representing only 26.9 per cent of total assignable area at the state colleges, 19.1 per cent at the University--and of auxiliary facilities, but there is little likelihood that research space or maintenance space would be used much more than at present. (Part II established that

research, maintenance, and public service space is utilized year-round in Wisconsin, particularly well at the University of Wisconsin.)

In terms of maintenance activity, a longer school year--characterized by large enrollments in the third semester, or fourth quarter, etc.--would handicap maintenance crews which at present can request classes to move from scheduled space to unoccupied space in order to proceed with such annual projects as floor sealing. Maximum enrollments would interfere with much of the preventive maintenance program, particularly as it pertains to classrooms and dormitories. Thus, the scheduling of maintenance activities would be difficult. It should be anticipated that the cost of maintenance would rise also, as additional staff would be necessary to ensure that work would be completed in a shorter period of time than now is allowed. Both the University and the state colleges have indicated that the longer school year would engender maintenance difficulties.[9]

Educational Effectiveness of a Longer School Year

There is no objective way to assess the probable educational effectiveness of a longer school year. The product of higher education, i.e., the student, may or may not be better prepared while enrolled in a trimester program as opposed to a semester, quarter, or term program (or vice versa). The University of Pittsburgh has indicated that ". . . the product of a trimester system cannot possibly be known until students have experienced all of their college years in such a plan. Even then, valid comparison of product with that of the semester system will be difficult."[10]

[9] Policy statements of the University and state colleges, 1960. (Attachments D, E)
[10] Conference on the Trimester Calendar, p. 7.

There is some reason to believe that the shortening of examination periods or the elimination of study periods prior to examinations, or the reduction of the number of class meetings usually held under schedules set by traditional calendars serves to reduce sound academic requirements and serves to deprive students of valuable educational experiences. The Pittsburgh report, however, noted that it believes that ". . . the quality of learning experiences has not decreased but may have improved".[11]

Organized research activities at the University probably would be little affected by a lengthened calendar in view of their present year-round nature. As for individual research, faculty members who did not teach the third semester, fourth quarter, etc., would have more time for productive research and writing, but there is some doubt as to whether certain research facilities would be available to them in a period of peak enrollments.

A great many public service programs of considerable importance to the State and its people would have to be curtailed if dormitory and classroom space were to be devoted entirely to undergraduate and graduate students during the summer months, for example. In terms of the goals of public higher education such a reduction of service to the people of the State would be educationally unsound and would be a great disservice. It is doubtful whether calendar change would wreak and major changes in the pattern of extra-curricular activity now followed by students.

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[11] Ibid.

Estimated Cost of a Longer Year to the State

So many assumptions are involved in projecting costs that the derivation and interpretation of financial data are extremely hazardous. With the experience of Pittsburgh at hand--plus the statistical study from Rutgers--however, there is some general information available which may be considered broadly.

Information provided by the University of Pittsburgh indicates that the recent third trimester was a better than "break-even" proposition, as tuition and fees amounted to $868,000 as opposed to costs of $475,000.[12] The report indicates that higher enrollments than anticipated and "the high number of 12-month people employed in the University made the costs much more reasonable."[13] No projection of cost is made for a trimester in which students enrolled equal those enrolled in the first and second trimesters. (Such a situation undoubtedly would require, as the earlier Pittsburgh report indicated, additional faculty, and it is doubtful that additional money from tuition and fees would offset increases in budgeted salaries.)

The Rutgers report assumed an increase of 30 per cent in teaching salaries and a 17 per cent increase in other operating costs for a year-round operation as opposed to a two-semester plus modest summer school program. In the over-all, a 22 per cent increase was estimated.[14] The Rutgers report is emphatic, however, that to achieve gains in economy of operation, enrollment in

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[12] Summary of "Trimester" Meeting, University of Pittsburgh, June 15, 1960. (Prepared by Office of Institutional Studies, University of Wisconsin.)
[13] Conference on the Trimester Calendar, p. i.
[14] Year-Around Operation of Colleges, p. 11.

a three-semester program must be 90 per cent higher than enrollment in a two-semester (and no summer session) system. Furthermore, to realize maximum benefit in cost reduction, faculty members would have to serve for 48 weeks per year, the last semester pay rate being but 30 per cent of the rate for the previous two semesters.

On the basis of certain assumptions it is possible to derive for Wisconsin a coarse estimate of the additional cost for faculty salaries during a full summer semester. Assuming that the third semester were to be equivalent to preceding semesters in every respect, i.e., nearly equal enrollment, identical distribution of faculty in the various professorial ranks, etc., the cost could run as high as 50 per cent of the amount expended by the University and state colleges for instructional purposes in the preceding two semesters of the academic year. Certainly, it should be anticipated--as the Rutgers report notes--that the budget for instructional salaries can expect to be at least 30 per cent higher.

The Joint Staff has not attempted to project additional costs beyond those entailed by increasing the faculty in number during a third semester. The Staff believes that the Rutgers statistical study gives a clear indication of increased cost in other areas of operation. If the Rutgers figure were proved operationally to be accurate, a 17 per cent increase could be anticipated in other operating costs.

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(To follow -- Part IV, Conclusions and Recommendations)

Appendix I)

March 11, 1960
(Revised)

POLICY QUESTIONS RELATING TO YEAR-ROUND SCHOOL PROPOSALS

The Joint Staff of the Coordinating Committee is making a four-part study of year-round school proposals; the first part has already been released. The Office of Institutional Studies and the Secretary of the Faculty at the University have made studies with particular reference to the University. On the basis of investigations to date and many discussions of the problems involved, the University Administration has presented the following statement which has been approved by the Administrative Committee and by the Regents in informal conference. We now submit this statement--together with exhibits and documents prepared by the Office of Institutional Studies--to the Coordinating Committee, to be worked into that Committee's report to the Governer on year-round school proposals.

I. The University of Wisconsin now has a most successful year-round operation. This operation makes effective use of the University staff and facilities on a twelve-month basis. Specifically,

   a. the University's research and public service activities are on a year-round basis; and

   b. instruction is also offered throughout the year. The present instructional pattern has worked well (two semesters plus summer sessions running up to ten weeks in length, plus institutes, etc. between sessions). Comparisons with other universities suggest to us that our system is unusually good.

II. The University is trying and will continue to try to make this instructional pattern work even more efficiently than it has in the past. We are trying to make better use of classrooms during the regular semesters. We are giving still more attention to the summer months, since summer enrollment is substantially below enrollment in the fall and spring semesters. Specifically,

   a. the University has been experimenting with and will continue to experiment with special short sessions within the regular summer sessions (two-week, four-week programs, etc., e.g. in teacher training, which meet special needs of importance to the State, and make increased use of University facilities);

   b. the UW-Milwaukee is moving from a six-week to an eight-week session this summer (1960).

   c. The University is encouraging students to take advantage of summer session opportunities to accelerate their programs, to catch up, and to obtain additional kinds of training, both in professional and general education. We are considering a much more active program of encouragement.

   d. The University has been giving attention to the possibility of requiring certain students to attend summer session. We would not want to do this on a general basis, because a great many of

our students have and need summer employment. There might be some point, however, in counseling or requiring students with indifferent high school records to enter the University in the summer rather than in the fall. This might be particularly useful in Milwaukee, which has a higher percentage than does Madison of students entering on probation.

III. Should the University go further, to a three-semester or four-quarter system, as a means of using University facilities more effectively?

In our opinion, the disadvantages of such a move would outweigh the advantages at the present time:

a. Going to a three-semester or four-quarter system, would be very expensive at the present time, since it would require additional staff, increased maintenance activity, and other expenditures. There is no money in the present operating budget for these additional expenditures.

b. All three-semester and four-quarter calendars that we have studied involve reducing present academic requirements, cutting the number of classroom periods per course, and eliminating reading or study time before examinations, or shortening examination periods. We are reluctant to make these educational sacrifices.

c. Most colleges and universities in this area are on a two-semester plus summer session system. The introduction of a three-semester or four-quarter calendar at the University would therefore greatly increase the difficulties of transferring in and out of the University. Since many students do transfer in or out each year, this is a significant point. Consequently, we should not consider a radical calendar change except on a statewide or regional basis. This question should be considered by the Coordinating Committee. If complete year-round operation does become necessary, the simplest and best solution for the University might be to add a four-week post-summer session to the present calendar.

d. A three-semester or four-quarter system making full use of our dormitory and classroom facilities would make it necessary for the University to reduce public service programs of real importance to the State (Management Institutes and the like).

e. To increase the use of University facilities under a three-semester or four-quarter system, it would be necessary for the University to require students to attend in the summer term (e.g., to require each student to include a summer term in his or her undergraduate career). To date, the faculty and Regents have been unwilling to establish such requirements. It would certainly seem undesirable to do so unless there is no other alternative. But it is not necessary or desirable to take this step at the present time.

If it does become necessary in the future to require students to attend the University during summer months, the University would prefer to establish such requirements within the present calendar (with possibly the addition of a post-summer session). Studies by our Office of Institutional Studies indicate that significant numbers of students now do accelerate by using the summer session, thus completing their undergraduate work in less than four full years.

IV. The present summer session system meets the needs of many individuals who could not attend a summer semester or summer quarter. Hence, if the University does in the future change its summer instructional pattern, every effort should be made to continue to meet these present summer needs. This again suggests adding a four-week post-summer session rather than introducing a summer semester or quarter.

For the fall, winter and spring, our present preference is for two semesters as against three quarters. Other calendars have been suggested (e.g. the Reynolds proposal of six half-semesters for the year); but these would add to the problems of registration, examination and record-keeping, and would otherwise increase costs, without enough compensating advantages.

Appendix E
Joint Staff Study XXXI, Pt. 3

BOARD OF REGENTS OF STATE COLLEGES

October 20, 1960

The Joint Staff of the Coordinating Committee is making a four-part study of various year-round school proposals; the first part has already been released. The office of the Board of Regents has prepared a statement of practice concerning various aspects of the longer school year question, and this tentative policy statement is submitted to the Board of Regents for its perusal and instructions.

The Wisconsin State College system now operates on a two-semester plus summer session basis, which seems satisfactory under present circumstances. The Board of Regents feels, however, that the subject of a longer school year is one requiring further study and evaluation based on the experience of institutions which are presently experimenting with differing calendar arrangements.

The summer session was extended from six to eight weeks in 1960, and although this brought about a slight decrease in enrollment--which apparently is rather common when institutions make such a change--the enrollment is expected to increase. In this connection, the increased number of regular students who attend summer sessions is quite gratifying.

Since critics of the present two-semester plus summer session pattern tend to center their attention on the summer term, the following observations might be made:

1. In the past, the majority of those attending summer schools within the Wisconsin State College system were regular year teachers. When the system went from the six to the eight week session in 1960, the decline in enrollment was reflected in this student category. Most were women with families who felt they would not be away from home for such a long period. This should change, however, and the total number will increase as more regular year students attend the summer sessions.

2. The individual colleges within the system, following a decision of the Board of Regents of State Colleges, are requiring some prospective eligibility during a summer session. With ever-increasing pressure for college entrance, this number undoubtedly will increase.

3. A variety of institutes, special programs, and workshops are held on the state college campuses, and many of these convene after the summer session has terminated. For example, a month-long and very unique session for children afflicted with brain injuries, and their parents, was held at Stevens Point during August. Furthermore, many of the colleges make their facilities available for numerous public service functions during the "vacation" period, and extension of the

summer session, or the switch to some new basis, would greatly curtail these functions.

4. In addition to its campus activities, however, the Board of Regents of State Colleges also operates conservation programs at the Trees for Tomorrow Camp at Eagle River, and a number of programs at its own summer camp at Pigeon Lake, in the Chequamegon National Forest near Drummond. At Eagle River, a 5 week conservation workshop is operated during June and July, while a 2 1/2 week session extends well into August. At Pigeon Lake, use of the facilities extends into September, and workshops include--or will include in the summer of 1961--field biology, outdoor education, art, forensics and conservation.

5. Renovation of buildings generally is carried out during the period between the end of the summer session and the beginning of the fall semester. Under the present program, this must be done in two or three weeks which, already, works hardships. Shortening the period again would cause greater difficulties.

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Joint Staff Study XXXI
October 1960

A STUDY IN FOUR PARTS DEALING WITH THE FEASIBILITY OF A LONGER SCHOOL YEAR FOR WISCONSIN'S PUBLIC COLLEGES AND UNIVERSITIES

Part IV

Conclusions and Recommendations

Prepared by the Joint Staff
of The Coordinating Committee for Higher Education

ED000022

Foreword

Part IV of Joint Staff Study XXXI is offered as the concluding document in the four-part series of papers which has been concerned with an examination of the feasibility of a longer school year for Wisconsin's public colleges and universities. The present paper reports the Joint Staff's conclusions and recommendations to the Coordinating Committee for Higher Education.

Conclusions

Following the study of various calendar proposals, and taking into account implications of those plans for educational practice in Wisconsin, and considering present practices of the state-supported institutions under the jurisdiction of the Coordinating Committee, the Joint Staff arrived at the following conclusions:

1. The success of any proposed calendar depends to a significant degree on student interest in taking advantage of a longer school year. Motivation thus becomes a critical factor in considering a plan differing from present practice. The Joint Staff believes that it is neither desirable nor educationally sound to enforce student attendance during the summer period unless it becomes absolutely necessary so to do. Legitimate inducements to attend summer terms, sessions, semesters, etc., might be offered in the form of scholarships or fee reductions. There also is some merit in considering enrollment in the summer months of entering freshman students whose academic records in high school are considered to be weak.

2. A four-quarter or three-semester system making full use of classroom and dormitory space would necessarily eliminate many of the adult education and public service programs now provided by Wisconsin's public institutions. Many of these programs have great value for the State, and curtailment of such broad programs would be most unfortunate. These programs also presently enhance the utilization of physical facilities during the summer months to a degree not generally recognized.

3. Summer session study at Wisconsin's public colleges has been found to be attractive, and indications are rather firm that a trend toward greater use of the summer months for study has been established. Summer session enrollments at the University and state colleges amounted to 48 and 55 per cent, respectively, of the average enrollment during the academic year. At Pittsburgh during the third trimester, plus a summer session within the third trimester, enrollments amounted to 53 per cent of the average attendance during the two preceding trimesters. Many students presently are accelerating their studies at Wisconsin institutions, about one-half of the University summer students and one-third of the state college summer students also enrolling during the regular academic year.

A change in calendar from eight weeks to a full semester in the summer may work to reverse a presently favorable trend. (This is suggested by the experience of the state colleges last summer, when the colleges increased the length of their summer term from six to eight weeks. A drop in enrollment from a peak 1959 summer enrollment resulted, and college authorities pointed to the lengthening of the term as a possible factor in the decline.) Furthermore, the flexibility of the University summer sessions--two, four, five, six, eight, and even 10 weeks in length--presently serves to meet the needs of differing groups quite well.

4. The University and state colleges are doing a very good job of utilizing available facilities during the academic year when one considers that these institutions have measured up well to standards of utilization established by the Coordinating Committee. It is recognized, however, that more students can be

accommodated per week by better use of the present weekly schedule. The physical facilities study issued by the Joint Staff (see Part I, p. 115 of that Study) points to specific methods by which more students can be accommodated. It also emphasizes that expansion of the physical plant becomes necessary when optimum efficient utilization has been reached. Building needs should be determined in each specific area of instruction, and plant expansion should be based on these needs and on other relevant factors.

5. In order to achieve maximum economy under a three-semester calendar relatively uniform enrollments will be necessary in each of the sessions. There would be no economy in instructional salaries unless instructors were to be paid at a rate lower than their rate of pay for service during the academic year. Such a practice, in the judgment of the Joint Staff, would be very damaging to the effectiveness of the instructional program as well as to the morale of the faculty. Economies derived from such a practice would be both unwise and unrealistic.

6. A longer school year than at present will cost the State more money for teaching salaries and other operating costs. Additional faculty will have to be employed to handle full enrollments during a third semester, fourth quarter, etc. At the outset, a three-semester program characterized by voluntary attendance and, therefore, uneven numbers of students during the three semesters, will not attain the advantages noted by the Rutgers report for a three-semester program characterized by an equal distribution of students over the three terms.

7. A longer school year would increase the need for scholarships, loans, and student employment to assist students in paying the necessary costs if it is expected that each student will be in attendance year-round. The importance of summer employment to vast numbers of students was underscored in Part II of this report. A substantial number of students gain a major portion of all their funds from summer employment. The importance of summer work to the attendance of these students during the regular year cannot be under-estimated.

8. Any calendar which reduces contact time between teacher and student or shortens examination periods, etc., "shortchanges" students in their quest for knowledge, counseling, and direction. This is not merely a defense of traditional calendars; it is a recognition that not every student will profit from an accelerated semester nor an accelerated year.

9. A longer school year will create problems of maintenance. A full summer of peak enrollments will affect the scheduling of maintenance, renovation and remodeling, etc., and the cost of maintenance activity.

10. According to the recent Pittsburgh report, "not all institutions could benefit from a 'trimester' system," and "each institution should look at its total needs." There is reason to doubt that any differing calendar could be applied uniformly to all the institutions under the jurisdiction of the Coordinating Committee. And if a new calendar were to be adopted by any one institution, articulation between it and other colleges and secondary schools would be difficult.

Recommendations

The major variable in all considerations of calendar change is the student. If he can be induced (or coerced) to attend an additional semester, quarter, or term, any proposed calendar becomes feasible, and if students can be distributed over the terms in even numbers (undoubtedly by administrative coercion), somewhat greater economies than are now realized can be expected.

Present educational circumstances in Wisconsin--highlighted by the growing popularity of summer study--and those anticipated for the next several years, however, do not appear to dictate at this time a drastic overhaul of the present two-semester and summer session calendar which has worked reasonably well thus far. While far from ideal, the utilization of facilities during the summer months is much greater than many people realize. There is room for improvement, however, and every effort to improve the functioning of the University and state colleges under the present calendar should be expanded before any change in calendar is effected.

The Joint Staff therefore recommends to the Coordinating Committee that it request the two Boards of Regents

1. to take such actions as deemed necessary to initiate, or expand present, programs of vigorous encouragement of students to take advantage of summer session offerings;

   (The University has moved to improve the summer sessions pattern in 1961 in four ways: (1) registration will be streamlined--all students will be encouraged to register in advance;

(2) the timetable will be improved--classes will be scheduled every hour on the half hour from 7:30 a.m. through 11:30 a.m., thereby providing an extra morning period, eliminating some afternoon classes, and making for better room assignments; (3) the two four-week general sessions will be combined into a single four-week session which will start on July 3 instead of June 19, thereby enabling metropolitan school teachers to fit it into their schedules; and (4) a special summer session bulletin will be issued covering all the campus opportunities for the creative use of leisure time.)

2. to increase their efforts to make better use of present facilities during the academic year through improvements in the weekly schedule, eliminating any "fade-out" days and considering increased use of Saturday and evening classes as enrollments increase.

The Joint Staff believes that the public institutions under the jurisdiction of the Coordinating Committee will be able to care for additional numbers of students with their existing facilities as augmented over the next several years by the educational facilities provided by the State's planned program of construction. It is recognized, however, that if construction were to fail to keep pace with rising enrollments in the future, institutions will want to consider means by which structures existing at that time may be geared to handle the increased numbers of students. This may result in some institutions initiating a longer school year of one sort or another.

One future course of action is suggested by the University of Wisconsin. Looking ahead to the possibility that necessity may demand a more complete year-round program than is available under a two-semester and summer session

calendar, the University has suggested that "if complete year-round operation does become necessary, the simplest and best solution for the University might be to add a four-week post-summer session to the present calendar".* The four-week program would be optional and would give students an opportunity to further accelerate their studies beyond the eight-week session, which still would be offered in order to meet the needs of students unable to attend a summer semester or quarter.

The Joint Staff does not believe that consideration of calendar proposals in the future should be foreclosed as a result of this study. It is believed that this study serves to underscore the necessity for continuous evaluation of practice in light of existing, and anticipated, conditions. The Joint Staff therefore further recommends to the Coordinating Committee that it

3. request the Boards of Regents and institutional administrations to maintain a close interest in the subject of an extended calendar, staying abreast of new proposals and considering prior proposals in the light of future developments.

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* Policy Questions Relating to Year-Round School Proposals (See Appendix D, Part III, this study).